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and that in which "natural processes of learning claim attention." In answering the question, "What is liberal education" the author argues that the traditional liberal education does not serve modern needs and that "our teachers of the liberal arts, while holding their high ideals and conserving their refined interests and tastes, should keep themselves in vital contact with the world of people and of things in which their real worth is to be accomplished."

The chapter on "Why Study History" is a good exposition of the civic ideal in teaching and of how history may contribute to training in citizenship. Three chapters are devoted to problems of the curriculum, discussing, "The Practical Arts in Liberal Education," "Differentiated Programs of Study for Older Children in Elementary Schools," and "The Opportunity of the Small High School." In chaps. viii and ix, problems in connection with vocational education are taken up, the author showing some of the issues involved on the practical, social, and psychological sides of the subject. The book closes with a consideration of the advantages and disadvantages of "Centralized vs. [those of] Localized Administration of Public Education."

The author passes in rapid review many of the main problems of the modern educator. Manifestly he cannot solve them all and does not attempt it. The value of the book lies not so much in its solution of problems as in a clear statement of them.

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*Modern Geography.* By ROLLIN D. SALISBURY, HARLAN H. BARROWS, and WALTER S. TOWER. New York: Henry Holt & Co., 1913. Pp. 418.

*Modern Geography* is a simplification of *Elements of Geography* by the same authors and is a response to the demand that geography should teach the relationship of life, especially human, to the natural environment. The authors hold that "the chief object in geography teaching should be preparation for everyday life, for citizenship in the widest sense." Hence they have sought, "(1) to make the text explanatory rather than merely descriptive, so that it may afford training in clear thinking; and (2) to emphasize the relationships of earth, air, and water to man's activities and interests, so that the knowledge gained may be directly useful." Two chapters deal with "Earth Relations" and "Relief Features" and five chapters with "Nature and Functions of the Atmosphere," "Climatic Factors," and "Storms and Weather Forecasting." Three chapters are devoted to the climates of the tropical, intermediate, and polar zones, followed by four chapters on the "Oceans," "Materials of the Land and Their Uses," "Changes of the Earth's Surface Due to Internal Forces," and "Modification of Land Surfaces by External Agents." The remainder of the text treats such modern phases of the subject as "Mountains and Plateaus and Their Relations to Life," "Plains and Their Relations to Life," "Coast-

Lines and Harbors," "Distribution and Development of the Leading Industries of the United States," and "Distribution of Population; Development of Cities."

This book will be a disappointment to the teacher who is looking for a catalogue of life-responses or for disconnected chapters dealing with such responses only. Every chapter is a veritable storehouse of life-relations. These relationships are woven closely into the discussion of physical features so that the student cannot fail to appreciate the logical sequence of cause and effect. The student is led to see the great importance of geographic science to human affairs. Fine print has been used, to a limited extent, to add a wealth of illustrations of life-responses without unduly enlarging the text. This feature will be appreciated greatly by the teacher whose library facilities are limited, and it is far superior to the old method of incorporating this material in disconnected chapters. Most of these illustrations are new to a high-school text. Throughout the book there are woven into the discussion such sentences as the following: "Dry-farming depends partly on the principle that if evaporation from the soil is checked, even scanty rainfall (15 inches yearly) may suffice for hardy crops like wheat." "Many young rivers are interrupted by falls and rapids which afford water power for manufacturing, but interrupt or prevent navigation. . . . The waters of the Colorado River can be used for irrigation only in the upper part of the river system, or below the Grand Canyon, and the larger irrigation projects of southern Idaho are related definitely to breaks in the walls of the deep canyon of the Snake River." "Much of the land of the broad flood-plains of old rivers is swampy and of little use until drained, but is then of great fertility (Why?)." "The pastoral nomads of semi-arid plains have always been marauders and conquerors, though less so than the men of the desert. Under favorable conditions, their growing herds and flocks require more and more pasture, and from time to time compel them to move beyond the boundaries within which they formerly had roamed. . . . A long and severe drought, resulting in less pasturage and a failing water supply, or disease among their animals, may bring them to the verge of famine, and drive them to pillage and conquest."

Other features of the book are well-selected illustrations which are closely associated with the text, an excellent collection of maps, and a series of questions at the end of each chapter. These questions differ from the usual type in that they are really problems in geography and are certain to arouse discussion. The work is truly an epoch-making text marking the end of the old pure physiography as now taught in most high schools, and the establishment of geography as a distinct and definite science. Its influence in the next decade will be far reaching, not only in giving a true conception of geography but in stimulating clear thinking.

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